



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Meroby Elementary School

SAU: RSU 10

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2011-2012 NCLB Report Card



School: Meroby Elementary School
SAU: RSU 10
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	49	49	100	55	69	73	2	53	31	14	49	0	
	2010-2011	48	48	100	65	69	70	10	54	25	10	44	4	0
Female	2009-2010	16	16	100	50	70	76	<1	50	31	19			
	2010-2011	15	15	100	73	71	74	13	60	20	7			
Male	2009-2010	33	33	100	58	69	69	3	55	30	12			
	2010-2011	33	33	100	61	67	66	9	52	27	12			
Caucasian/White	2009-2010	48	48	100	56	70	74	2	54	29	15			
	2010-2011	47	47	100	64	68	71	9	55	26	11			
African American/Black	2009-2010	1	1	100			46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	0	0				60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	1	1	100			69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	31	31	100	52	64	62	3	48	32	16			
	2010-2011	35	35	100	66	73	58	9	57	29	6			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	8	8	100		32	38							
	2010-2011	9	9	100		39	34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Meroby Elementary School
SAU: RSU 10
Grade: 04



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	46	41	89	56	60	67	5	51	24	20	41	0	
	2010-2011	56	56	100	43	56	67	<1	43	32	25	55	1	0
Female	2009-2010	24	23	96	57	65	71	9	48	30	13			
	2010-2011	19	19	100	63	63	72	<1	63	21	16			
Male	2009-2010	22	18	82	56	53	63	<1	56	17	28			
	2010-2011	37	37	100	32	50	63	<1	32	38	30			
Caucasian/White	2009-2010	46	41	89	56	59	68	5	51	24	20			
	2010-2011	55	55	100	44	56	68	<1	44	33	24			
African American/Black	2009-2010	0	0				43							
	2010-2011	1	1	100			40							
Hispanic	2009-2010	0	0				59							
	2010-2011	0	0				54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	32	27	84	41	53	56	4	37	33	26			
	2010-2011	34	34	100	35	52	56	<1	35	35	29			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	15	10	67	20	25	34	<1	20	10	70			
	2010-2011	11	11	100	18	32	29	<1	18	36	45			
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

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School: Meroby Elementary School
SAU: RSU 10
Grade: 05



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	65	64	98	52	63	72	2	50	38	11	64	0	
	2010-2011	45	45	100	58	65	70	2	56	29	13	40	5	0
Female	2009-2010	33	32	97	56	66	78	3	53	38	6			
	2010-2011	20	20	100	70	73	75	<1	70	25	5			
Male	2009-2010	32	32	100	47	60	67	<1	47	38	16			
	2010-2011	25	25	100	48	58	66	4	44	32	20			
Caucasian/White	2009-2010	64	63	98	52	64	73	2	51	38	10			
	2010-2011	44	44	100	57	65	71	2	55	30	14			
African American/Black	2009-2010	0	0				57							
	2010-2011	0	0				48							
Hispanic	2009-2010	0	0				70							
	2010-2011	0	0				65							
Asian or Pacific Islander	2009-2010	1	1	100			73							
	2010-2011	0	0				68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	49	49	100	51	56	62	2	49	35	14			
	2010-2011	30	30	100	47	62	60	3	43	37	17			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	8	7	88		38	36							
	2010-2011	15	15	100	40	39	34	<1	40	20	40			
Limited English Proficient	2009-2010	1	1	100			49							
	2010-2011	0	0				46							

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School: Meroby Elementary School
SAU: RSU 10
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	49	49	100	51	55	62	6	45	29	20	49	0
	2010-2011	48	48	100	44	52	61	6	38	42	15	44	4
Female	2009-2010	16	16	100	56	49	61	19	38	25	19		
	2010-2011	15	15	100	33	47	59	7	27	53	13		
Male	2009-2010	33	33	100	48	58	63	<1	48	30	21		
	2010-2011	33	33	100	48	57	64	6	42	36	15		
Caucasian/White	2009-2010	48	48	100	52	55	63	6	46	29	19		
	2010-2011	47	47	100	43	52	63	6	36	43	15		
African American/Black	2009-2010	1	1	100			31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	31	31	100	48	48	50	3	45	29	23		
	2010-2011	35	35	100	43	53	49	6	37	46	11		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	8	8	100		29	33						
	2010-2011	9	9	100		46	35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	46	41	89	51	49	62	7	44	29	20	41	0
	2010-2011	56	56	100	50	53	60	<1	50	30	20	55	1
Female	2009-2010	24	23	96	57	54	62	9	48	26	17		
	2010-2011	19	19	100	58	48	60	<1	58	32	11		
Male	2009-2010	22	18	82	44	43	63	6	39	33	22		
	2010-2011	37	37	100	46	56	61	<1	46	30	24		
Caucasian/White	2009-2010	46	41	89	51	49	63	7	44	29	20		
	2010-2011	55	55	100	51	53	61	<1	51	31	18		
African American/Black	2009-2010	0	0				36						
	2010-2011	1	1	100			31						
Hispanic	2009-2010	0	0				45						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	32	27	84	44	44	50	4	41	26	30		
	2010-2011	34	34	100	41	47	48	<1	41	41	18		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	15	10	67	20	20	36	10	10	30	50		
	2010-2011	11	11	100	27	34	31	<1	27	27	45		
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	65	64	98	36	47	64	5	31	31	33	64	0
	2010-2011	45	45	100	33	46	61	2	31	38	29	40	5
Female	2009-2010	33	32	97	25	44	64	3	22	38	38		
	2010-2011	20	20	100	40	50	61	5	35	35	25		
Male	2009-2010	32	32	100	47	50	64	6	41	25	28		
	2010-2011	25	25	100	28	42	61	<1	28	40	32		
Caucasian/White	2009-2010	64	63	98	37	48	65	5	32	32	32		
	2010-2011	44	44	100	32	45	62	2	30	39	30		
African American/Black	2009-2010	0	0				37						
	2010-2011	0	0				32						
Hispanic	2009-2010	0	0				55						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	1	1	100			67						
	2010-2011	0	0				59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	49	49	100	33	35	51	2	31	35	33		
	2010-2011	30	30	100	20	43	47	3	17	43	37		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	8	7	88		25	34						
	2010-2011	15	15	100	7	27	30	<1	7	27	67		
Limited English Proficient	2009-2010	1	1	100			38						
	2010-2011	0	0				34						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Meroby Elementary School
SAU: RSU 10
Grade: 05



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Group	Science Assessment Data																										
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students															
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment														
All Students																											
	2010-2011	43	43	100	47	54	64	<1	47	37	16	38	5														
Female																											
	2010-2011	19	19	100	47	58	64	<1	47	37	16																
Male																											
	2010-2011	24	24	100	46	50	65	<1	46	38	17																
Caucasian/White																											
	2010-2011	42	42	100	45	54	66	<1	45	38	17																
African American/Black																											
	2010-2011	0	0				32																				
Hispanic																											
	2010-2011	0	0				50																				
Asian or Pacific Islander																											
	2010-2011	0	0				68																				
American Indian or Native Alaskan																											
	2010-2011	0	0				58																				
Economically Disadvantaged																											
	2010-2011	27	27	100	48	49	53	<1	48	33	19																
Migrant																											
	2010-2011	0	0																								
Students with Disabilities																											
	2010-2011	14	14	100	43	37	36	<1	43	21	36																
Limited English Proficient																											
	2010-2011	0	0				36																				

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School: Meroby Elementary School
SAU: RSU 10
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 99 M: 99	E: 99 M: 99	52	E: 64 M: 58	E: 69 M: 70	100	E: 99 M: 99	E: 99 M: 99	39	E: 52 M: 46	E: 61 M: 61	95	95	95
Caucasian/White	100	E: 99 M: 99	E: 99 M: 99	52	E: 64 M: 58	E: 70 M: 71	100	E: 99 M: 99	E: 99 M: 99	39	E: 51 M: 47	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	100	E: 99 M: 99	E: 99 M: 99	48	E: 62 M: 50	E: 58 M: 58	100	E: 99 M: 99	E: 99 M: 99	32	E: 48 M: 34	E: 48 M: 47			
Students with Disabilities	*	E: 97 M: 97	E: 98 M: 98	32	E: 38 M: 22	E: 33 M: 30	*	E: 98 M: 97	E: 98 M: 98	17	E: 38 M: 13	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Meroby Elementary School
SAU: RSU 10



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	16	2	8	1	2	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0.85

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.